

More information: [Guidance on making online teaching inclusive](#)

Video etiquette for remote live meetings			
<i>Acknowledgements: BALEAP (English for Academic Purposes) and the Oxford University Language Centre (June 2020)</i>			
Practical tips for managing use of cameras	Other ways of interacting/building a learning community	Thinking about why students may not want to switch on cameras	Questions to consider....
<p><b>Establish expectations and keep reinforcing them</b></p> <p><b>Encourage all to add a photo to their profile</b> - then at least we can see faces instead of only initials</p> <p><b>Use ice breakers which require camera to be on</b>, e.g. - Encourage students to change their backgrounds each day (but bear in mind that simpler backgrounds are more accessible than complex ones) - Require students to show something (show and tell)</p> <p><b>Use breakout rooms</b> - Encourage group work and ask students to switch cameras on in their smaller groups - Put the same students together in breakout rooms to establish</p>	<p><b>Use students' names</b> - Nominate students to answer a question - Encourage students to nominate one another</p> <p><b>Use a range of 'contribution media'</b> Use thumbs up (literally), the <i>thumbs up</i> icon, the <i>green yes/red no buttons</i>, typing in <i>chat</i> to everyone, typing in chat privately to you, or <i>annotating</i> a shared screen.</p> <p><b>Use chat creatively.</b> Tell them to say hello/good bye/thank you/that's interesting etc and to comment in the chat as you are teaching. - Plan specific 'chat stops' to read comments and points made. - Make sure you respond to everyone, or employ an assistant facilitator to manage the chat.</p>	<ul style="list-style-type: none"> <li>- Self-consciousness</li> <li>- Not being dressed for the occasion</li> <li>- Eating during sessions (why are they working late? Do they have to get their children sorted out before they can eat?)</li> <li>- Not in a suitable location ( family homes/siblings/family members/mess/lack of a quiet space)</li> <li>- Poor internet connection</li> <li>- Not wanting to be the first to turn on the webcam</li> <li>- Life (one respondent said: "Several of my students were clearly juggling many demands. One student needed to go and manage the transition of her four children onto their next online learning activity at</li> </ul>	<ul style="list-style-type: none"> <li>- Why do we think having the cameras on is so important?</li> <li>- What factors might be leading students to keep their cameras off?</li> <li>- Could forcing students to turn cameras on affect their motivation? Could it expose them to various forms of negative judgement or discrimination from their peers (or lead them to fear that?)</li> <li>- Many organisations are developing good practice guidance for employees, and recognising the right to leave the camera off. For example, IBM's guidance states: "<i>I pledge to support "Not Camera Ready" times. I will not ask people to turn their cameras on while on video calls. While I encourage the use of video during meetings so we can feel more connected, there will naturally be times when it's just not</i></li> </ul>

<p>familiarity/trust (more comfortable implies more likely to use cameras) - Nominate someone to feedback in the big group (with camera on)</p> <p><b>Use some 'stick'</b> - Say it's for attendance monitoring</p> <p><b>Think about your attitude</b> - Take it one step at a time!</p> <p>- Accept that some people will not turn on cameras (just as sometimes, you can't get some students to take part in whole-class discussion). It doesn't necessarily mean they are not engaged. It doesn't necessarily mean they are not learning.</p> <p><b>Give students time to prepare.</b> Tell them which classes will require cameras on. During the class, tell students when their turn is coming up to give them time to think, turn on mics and video etc</p>	<p><b>Use of other tools</b> <b>Vevox</b> (polling tool). This enables written contribution rather than spoken, but it has been quite successful in getting students to engage with the content of the class and provide their answers. One question type enables answers to be displayed as a 'word cloud'; the tool has also got a gaming element where you can show students the leader board – it is anonymous, so it will just show what is the highest score etc., but some students like it.</p> <p><b>FlipGrid</b> (easy video recording tool): You can set a speaking topic and the students upload a short response video. They can watch each other's videos and reply, and you can give feedback.</p> <p><b>Whatsapp/Wechat</b> groups for students to 'meet' outside class -Weekly group presentations which require prior collaboration <b>outside of class</b></p>	<p>points during our lesson. I think her choice to leave her camera off enabled her to zip out when she needed to more discretely. She was working from her phone (the kids had all the other devices), so would have struggled to see classmates faces anyway and may have been embarrassed to show her 'workspace' or set it up to get a clear image of her")</p>	<p><i>feasible given home circumstances. During these times, I want everyone to feel comfortable that they can simply turn the video off as needed. Again it's 100% ok.</i> <i>Try to have a profile picture so people aren't just staring at your initials. It allows people to "see" you without seeing you."</i></p> <p><a href="https://www.linkedin.com/pulse/i-pledge-support-my-fellow-ibmers-working-from-home-during-krishna">https://www.linkedin.com/pulse/i-pledge-support-my-fellow-ibmers-working-from-home-during-krishna</a></p> <p>- Sense of belonging 'involves feelings of being accepted, needed, respected, mattering, and valued in a class...[and] feelings of fitting in - being connected' (Peacock et al., 2020:20). Would having cameras on be enough? Can this be achieved without cameras on?</p>
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